DOCUMENT RESUME

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TITLE	The Roles of the Professional and Paraprofessional Personnel in Team Teaching-Module II. Description of Teacher Inservice Education Materials.
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ABSTRACT

The inservice teacher education module described here focuses on helping teachers gain the knowledge and skills needed for implementation of an effective team, the emphasis being on the purposes, methods, and techniques for individualizing instruction and team planning. Information is provided on the program's purposes, content, activities, resources, and history of development. Ordering information and a critique are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

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NATIONAL INSTITUTE OF EDUCATION
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Title: THE ROLES OF THE PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL IN TEAM TEACHING - Module II

Publication Date(s): 1971

Intended Users: Administrators, paraprofessionals and all those who are interested in an individualized multi-media approach to the study of team teaching

Grade Level(s): Kindergarten, elementary, middle, secondary school

Number: Class-sized groups

Primary Focus: The intent of the series is to help teachers gain the knowledge and skills needed for implementation of an effective team; understanding of the purposes, methods and techniques for individualizing instruction and team planning are stressed.

School subject(s) and/or inservice topic(s) covered:

The inservice topic addressed in this series is team teaching; Module II focuses on team members, and intends to increase the teacher's awareness of his/her particular role and responsibilities on the team, and to increase his/her skill in utilizing all available human resources in planning and implementing an effective team.

What participant does in using the materials:

- Completes Study Guide in each module
- Uses Key for Interpreting Study Guide
- Does the group of multi-media learning activities (articles; film)
- Answers questions on each individual learning activity
- Completes post-test questions and checks answers against the posttest answer key

Resources: The materials and personal resources include:

- Copy of text (title above); one instructor; classroom space; other teachers on a team; film, "Differentiated Teaching Staff," and film projector. (Film time: 28 minutes.)

Time required for completion of the module is flexible; will vary with learning activities selected and individual goals and styles of learning.

Describer critique:

Although the module could best be evaluated as part of the total of seven units, this unit can stand independently as well. It is clearly written, practical and wide enough in scope to be valuable to a variety of teams.

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1.0 PURPOSES:

Giving the rationale for this product, the developer states: "It is a rare teacher . . . who possesses naturally the knowledge and skills required to make team teaching goals a reality. It is for this reason that the team teaching modules were designed--to help teachers gain the knowledge and develop the skills they will sorely need in a teaching environment which may be new both to them and to their pupils.

"The construction of the team teaching modules provides the teacher or student of teaching with a course of study which best meets his individual needs 1) through determining the information and skill which he will need in team teaching; 2) through self-realization of his learning materials and the rate at which he will work with these materials; and 3) through self-evaluation techniques."

Specific anticipated outcomes include:

a) adequate understanding of types of personnel needed for team teaching;

b) appreciation of the personal characteristics desirable for team members;

c) knowledge of types of grouping; and

d) understandings of various methods of individualizing instruction.

2.0 CONTENT — Scope and Sequencing of Topics:

The product is a 56-page soft-cover book, consisting of eight chapters. As one in a series of seven modules, this product may be used independently of the others, although the developer does list module I, "The Background, Philosophy and Purposes of Team Teaching," as a prerequisite to use of any of the other modules.

Table of Contents:

I White Pages User's Manual for Team Teaching Modules Team Teaching Modules - Outline of Content	15 pages
II Gold Pages Objectives for Module II Audio-Visual Resources Directions for Study Study Guide Key for Interpreting Module II Study Guide	8 pages
III Green Pages Article: "Personnel," by Delbert M. Labb Questions - "Personnel" Answer Key - "Personnel"	9 pages
IV Pink Pages Articles: "Nonprofessional Aides in Science" 1. Paraprofessional Smooths Teachers' Days 2. Student Aides - from the Biology Clerk	7 pages
V Yellow Pages Article: "What Teacher Aides Can--and Cannot Do"	7 pages
VI Blue Pages Diagnostic Teaching	4 pages
VII Beige Pages	4 pages
VIII Gold Pages	7 pages

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

Participant follows the program outline provided in the module introduction, which includes: completing Study Guide questions; scoring Study Guide; consulting relevant materials and adjusting incorrect answers; reading indicated articles; viewing film, "Differentiated Teaching Staff," and answering related questions; completing post-test.

3.2 Help given in use of product:

There are no materials provided expressly for the use of the course instructor. All directions for use of the program are contained within the module booklet itself.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

A pretest (Study Guide) and posttest are provided in the module booklet for learning guide and evaluation purposes. Questions, with answer keys, are also provided after each chapter.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Needed for implementation of this program are: one copy of the module booklet per participant, an instructor, classroom space for group meetings, one 28-minute, color film, and audio-visual equipment. Completion of the program may take from three to eight hours and will vary with individual users.

5.2 Distributor name/address:

Leslie Press Corporation
111 Leslie Street
Dallas, Texas 75207

Mrs. Haley: (214) 748-0564

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
ROLES OF PROFESSIONALS AND PARAPROFESSIONAL PERSONNEL IN TEAM TEACHING - Module II				
booklet	$2.80	no	1/participant	yes
*film: "Differentiated Teaching Staff"		$12.00*	one	yes

*Film may be obtained, on a rental basis, from the distributor listed in 5.2.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

L. Jean York, associate professor of curriculum and instruction, the University of Texas at Austin, is the developer of this program. She was assisted by Mrs. Roberta Benson and Mrs. Judity Witze, research associates.

6.2 How developed and when:

This module is one of a series of seven instructional units. The work was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare, during the period from 1969 to 1971. The product was field tested at the University of Texas at Austin.

6.3 Evidence of effectiveness with users:

Groups involved in field testing included individuals varying in age from 19 to 70 years, in teaching experience from 0 to 50 years, and in professional level from junior preservice teachers to school superintendents with doctorates.

The developer notes that as a result of field testing, revisions have been made on the product; however, the project staff provided no formal results of the field tests which they conducted.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The module attempts to define the roles of professionals and paraprofessionals in team teaching. It effectively meets this need because of its practical orientation and clear organization. Technically, the product is well laid-out. It is a highly adaptable product, which can be used in urban, rural, sub-urban districts.

Content accuracy/social fairness/community acceptance issues:

Content appears to be accurate. Material shows no sexual or ethnic bias. No offensive community acceptance issues appear.

Overall summary/comment:

The product is a good tool for systems implementing team teaching because it outlines potential duties and problem areas while allowing flexibility to meet the needs of a particular team. None of the material seems unusual or new, but it does provide a convenient check list for new teams and schools/teachers desiring to organize and implement one.

MN-6/77